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## REVIEW OF DR. WYMAN ON CORPORAL PUNISHMENT IN SCHOOLS.

THE views of Dr. Wyman, of Cambridge, on school discipline, were presented at the meeting of the American Institute, at Boston last August, in the earnest discussion occasioned by the lecture of Mr. Lincoln, of Boston, on that topic, which was emphatically endorsed by a large majority of the practical teachers and friends of education then present. The Institute voted to print the lecture of Mr. Lincoln, and a vote was passed deprecating all attempts to interfere with methods of school discipline by legislative restrictions.

The entire debate was published in the volume containing the proceedings of the American Institute of Instruction for 1867. In opposition to the opinions generally advocated in this debate, Dr. Wyman published his pamphlet, which has been generally circulated in the vicinity of Boston. Doubtless he will find those who will defend his doctrines, but we are sure the great body of practical educators will regard them as visionary and pernicious.

Dr. Wyman claims to be a "progressive." He gives to his essay the title of "Progress in School Discipline." He assumes

that all who oppose his views are hostile to needed reforms. Many persons are captivated by vaunting assumptions. They stop not to consider whether the *progress* claimed is downward or upward on the grade of improvement.

Dr. Wyman assumes to speak as a "medical" man, on the methods and penalties of school discipline. He arrays the "medical profession" against the teacher's profession. He puts on the garb of a philanthropist, and pleads for the cause of humanity against "barbarous" and "shocking" practices. The seat of barbarism is Boston, sometimes called the Athens of America. The "plantation whip" is used on the backs of wailing innocents within the sound of the College bell at Old Cambridge. We had supposed Boston to be quite a well-bred place, and her schools a model for the world to follow, but it is a mistake. Her teachers, some of them, deserve to be "sent to Botany Bay" for sheer cruelty; and what is stranger than fiction, that model city is so hopelessly under the iron rule of Mr. Superintendent Philbrick and his "barbarous" crew of teachers, that the School Committee cannot reform the *crying* evils complained of, unless the great and General Court enact that no teacher shall, from this time henceforth, legally enforce obedience to any school rules by blows.

The first reason Dr. Wyman offers for this *progressive* movement is a *pathetic* consideration. A very respectable lady, with her dying lips, approved his doctrines as true, and commissioned him to preach and print them. Honesty and sympathy are good qualities, but they are sometimes found in company with strange fancies and mischievous mistakes of judgment.

Dr. Wyman makes his whole argument hinge on the pathetic, in his special plea against using force to compel the obedience of *girls*. But his doctrine is, that the use of the rod is wrong anywhere, and should not be used to bend either the will of stubborn boys, or of obstinate girls. He would abolish it in the family and in the school, on shipboard, and in prisons. His notion of "progress" in discipline goes all this length; for he discards the whole idea of punishment in which any physical pain is inflicted. He would banish the word "punishment" from the moral vocabulary of a refined and gentle style of society.

If the use of the rod is in its nature wrong, as a means of "training up a child," the parent cannot use it any more than the teacher can; for is not a parent sometimes passionate and cruel, and have not the worst physical evils resulted from the exercise of parental tyranny? Banish then this barbarous penalty from family government by statute law. There is need of a universal *prohibitory State enactment* that shall renovate society, by beginning the process of right moral training in the cradle. Let every mother know that she cannot legally strike her child, even though the child may strike her, — and many young children often do that very naughty thing.

To be sure, Solomon had an opinion and a rule on this subject, but a "wiser than Solomon is here," in the person of Dr. Wyman, who holds that corporal punishment is never necessary. He has found a new and better way, and the old barbarous penalty must never more be inflicted. But we are not yet converted to the faith on which this new educational gospel rests. There were some good old laws, which Christ said he came not to destroy one tittle thereof, but "to fulfil" them; that is, to exact a strict conformity to the spirit of them; and we are not yet convinced that the ancient maxims relating to family government are annulled under the new dispensation.

We believe that the parental prerogative is not yet abolished, which still allows the use of the rod judiciously and humanely, with the tenderest regard for the temporal and eternal welfare of a child. We demand of Dr. Wyman and of his pseudo-philanthropic school to prove,—that they, "who stand *in loco parentis*," may not rightfully do all in their calling, as the moral educators of the race and within their proper limits, which a wise and good parent may of right do — that is, to use the rod if the offence requires it, and the subject is a proper one to receive it.

If a parent, or a teacher standing in the parent's place, as the maxim of the common law of the civilized world admits, abuses his power of forced control and acts capriciously or unmercifully, or even indiscreetly, it is indeed a most grievous fault, and unfits any teacher for the responsibility which society places in his hands. But to say, that society cannot trust parents or

teachers as a class, to do this work of implanting right ideas and habits of obedience in the young, at the only time of life it can be effectually done, is to say, that society has no place for the teacher in its institutions. Society, where teachers have not the power to enforce morality in the schools, is in the condition where it cannot punish treason against the State. .

But the temperament of girls is sensitive and cannot bear rough treatment. We admit this is true of most girls, but some are strong minded and strong willed, and have as much bronze in their constitution as most boys have. On the other hand, there are boys as sensitive and gentle as girls. What shall be done with such sensitive natures, then? Certainly they need moral training. To whose care shall we consign them—for most parents say they need assistance and advice in this matter? We say, surrender such children, as sensitive as they are, to the care of teachers. As a class, they are as tender-hearted as any set of doctors or professional philanthropists we have ever been acquainted with. We own that the rod, as a professional symbol, is suggestive of associations not altogether pleasant, but we prefer it to the lancet or to the scalpel.

We claim, that if doctors are allowed to do what they honestly think every patient requires, at the Massachusetts Hospital, without the supervision of an impertinent constable or intruding school-master to suggest tender and humane considerations, the teachers of the State may also reasonably be supposed competent to attend to the duties of their calling, without being subjected to the impertinent intrusion of the medical profession into their sphere of service.

We do not believe that the assembled wisdom of all the doctors or legislators of the United States can devise a specific remedy that will apply to every case of school discipline. *What to do with a bad boy to make him better*, is a problem which the teacher must solve alone for himself, in view of his responsibilities to God and man. We hold, that it is not the duty of a School Committee even, to direct the teacher what to do beforehand, or to ordain very specific rules for his guidance. It is the same kind of absurdity as it would be for a doctor, to manage a case of typhoid fever, in



accordance with the advice of three or four respectable deacons of an Orthodox church. If a teacher or a doctor is guilty of malpractice, there is already abundant provision made for such cases, without the aid of those who are making incipient attempts at legislation. We have heard it said that no young legislator is fit for service until he has given "Don Quixote," at least, one reading.

Now, let us try some of the prescriptions Dr. Wyman recommends in his newest educational dispensatory. It is a principle commonly received by educators, that the condition or circumstances of pupils must determine their moral training, so far as practical methods are concerned. But Dr. Wyman is of the opinion that, because Dr. Soule of Exeter Academy has not struck one of his candidates for college for the last thirty years, or because Professor Agassiz has no need of the rod to aid him in controlling his classes in Harvard College, or in keeping order in his Lowell Institute Lectures, therefore a teacher of a ragged-school in the Five Points' precinct in New York may wisely endeavor to restrain the "delicate and sensitive girls" of that interesting locality, by imitating the aforesaid example of Dr. Soule and Prof. Agassiz.

Dr. Wyman instances the case of a bad boy who had got beyond the control of a Common School teacher, and was then quite adroitly and happily managed by President Hill. Now, it is reasonable to suppose that President Hill, if competent to govern a college, might have the ability to control a Common School, even if it should happen to contain some hard specimens of "personal individuality."

It is quite clear that the President did not in the "case specified" try ordinary college discipline. In this case he took the *quid pro quo* method of acquiring personal influence over the boy, and thus excited in the young rebel against school authority, a sense of personal obligation. Perhaps in *that* case this was a first step well taken. The President overpowered the boy by his personal presence and position, by showing fine books and pictures; and thus the boy was soon strongly inclined to follow a line of direction so full of agreeable experiences. But suppose, after this fine preliminary skirmish around a strong fortress which had yielded to

no conquerer as yet, the President had ventured to propose a duty to be done not quite agreeable. Something different from the sugar-plum practice is needed now. The boy does not see things in the same light as the teacher; he refuses obedience; there is a conflict between duty and inclination. He never has really obeyed anybody before. Which of the two shall yield now, the boy or the President?

Dr. Wyman in this case simply shows the power of pretty pictures to persuade compliance from the motive of personal regard thus awakened. If this is a specimen of the new patent modes of school government, then we have only to say, we see no element of obedience in such compliance. And where that is wanting, all that is truly moral, is wanting. It is safe to say, that in minds thus trained, there will be no reverence for the laws of human or divine authority.

But Dr. Wyman argues for the entire disuse of the rod in schools, because it is not now used to govern lunatics or sailors. In reply, we say, if children are in the condition of sailors or lunatics, treat them in the same way. If children are sick or crazy, let the doctor, not the teacher prescribe. If they are well enough to go to school and get good lessons, and do all reasonable duties there, let not the teacher be interfered with. "The whole need not a physician, but they that are sick." It is absurd for a doctor to treat persons healthy in mind and body, with nostrums suited only for those who are diseased.

The fact that ancient methods of school discipline have been greatly mitigated in administration, was freely acknowledged by the teachers who took part in the debate before the Institute. Hence Dr. Wyman infers that the principle of the former systems is wrong. But let us dissect the Doctor's argument by an analogous case in the history of medical practice. Fifty years ago the lancet was used as much by physicians as the rod was by schoolmasters. But such heroic practice is now condemned in both professions. Formerly the consumptive was bled, now he is treated as one who has no vitality to lose. But will Dr. Wyman maintain that no case can now occur, where bleeding is not the very best remedy, and where, not to resort to it, would be the grossest

malpractice? And yet he repels the imputation of "quackery" in his mode of treating school evils, though he adopts a method of reasoning, which in his own calling, would convict him of that "practice" a regular bred physician so much dreads.

Indeed he takes pains to repel the charge of "quackery," which in a note he says "a clergyman and teacher from Monson" attributed to him because he "proposed to cure all evils of schools with one remedy."

The "teacher from Monson" made no such charge — as any one may see by recurring to the volume of the Institute lectures and proceedings for 1867, where the very words of the teacher from Monson are printed just as they were reported, without revision.

"The teacher from Monson" said "there were all sorts of schools in medicine and all sorts of discipline in schools. — In education, as in medicine, there is both the heroic and the homœopathic systems of practice."

He also said that "it is a good definition of a quack, that he uses one sort of medicine for every disease;" but this he applied to the quack schoolmaster, who cannot govern except he whips for every offence.

But he said, "there was another symptom of quackery in holding to the notion that one sort of medicine must never be used in any case whatever." — But Dr. Wyman defends this sort of "quackery in education," for he confesses in his note on the fifth page of his pamphlet, that "he recommends all remedies excluding one," that is, the use of the rod, "for the cure of school evils."

The whole drift of Dr. Wyman's remarks before the American Institute at Boston, and in his review of the lecture of Mr. Lincoln, is designed to make the public believe, that the teachers of the Massachusetts schools are barbarous in their use of the rod, and that corporal punishment is so excessive as to call for extra legislation to protect the children from the cruelty of their teachers. The teachers of the State do not deserve this. The schools of Boston are not in the hands of hard-hearted teachers. They are not brutal, but refined and Christian gentlemen, although Dr. Ordway would "send some of them to Botany Bay." It is to their honor in all lands, that they have been the conservators of the

manners and morals of the best governed of the great American cities.

Whatever mitigation has taken place in school discipline, within the last few years, has been owing chiefly, to the influence of practical teachers themselves. They have not been so dependent on the wisdom and counsel of "progressive" reformers and "medical" philosophers as they have been assumed to be.

It is the weakest and wickedest of all modes of exciting popular prejudice against a useful profession, to make all the teachers and schools of the State suffer, because of the real or supposed delinquency of one or two teachers in Cambridge, or because of the folly of any one local School Committee in supporting such delinquent teachers — only zealots and illiberal minds can justify an excitement resting on such occasions.

Admitting all he says about the Cambridge cases of school discipline to be as he represents them, yet we hold that any mind of enlarged and liberal views ought to be ashamed to draw the conclusions Dr. Wyman does, as to the need of reform in our general school laws, in relation to specific methods of discipline.

The schools of the commonwealth are now under the control of local committees, who have enough to do without being disturbed by the disastrous results of such school quarrels, as have taken place at Cambridge and Springfield the past year. Let each locality regulate its own school discipline. If Boston is as barbarous as Dr. Wyman's pamphlet would represent it to be, if her teachers deserved to be sent where Dr. Ordway would send them, yet we see no need of general legislation,— Boston can regenerate herself with the aid of such light as the recent Cambridge school broils can furnish; for we understand that the local school committee of Cambridge have, without the aid of the General Court, abolished the whipping rule, so that the nervous women of that city can now die with tranquillity, and the screams of agonizing and exasperated girls will no more disturb their sorrowing mates. Has not the millennial age come, then, so far as Cambridge is concerned? And cannot Dr. Wyman, be excused from disturbing the peace of other towns?

If, however, we must have a general agitation, and a universal reform to suit the views of Dr. Freeman Clarke, as to "The Duties



of Massachusetts," then the Legislature must give early attention to some plans to enlarge our Juvenile Penitentiaries.

We shall always need, what we have, a few institutions, in which the ends of instruction and correction, are blended as at Westboro'. But really we do not want too many such, nor do we desire that it shall be about as respectable to graduate at such a school, as at any other. The utility of all schools of that class, is inversely as their patronage. We do not want it to be considered a greater evil to be whipped for bad conduct, than to be sent to such schools. We think several wise and judicious applications of corporal punishment should be tried, before juvenile offenders are sent to those houses of correction recently established in our large cities and towns. Such discipline is not so much to be dreaded, as that they should be compelled to wear the "striped" uniform of a prisoner for several months and years, while all their expenses are paid by the commonwealth.

Public economy, parental dignity, and the temporal and eternal interests of all wayward pupils, of either sex, justify parents and teachers in resorting to all those methods of discipline, which shall impart healthy habits of obedience to just laws, in the family, in the school, and in the State.

C. H.

*Monson.*

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## WHERE LIES THE BLAME?

Great complaint is often made, at the present day, that the Natural Sciences have not assigned to them sufficient prominence in the course of studies pursued in our schools; and complaint *might* be made, also, even oftener than it is, that where they are introduced and used, they fail to furnish much mental discipline, or to supply the pupil with any considerable amount of practical information. Even more,—they do not often enkindle in the mind of the pupil that love for nature and nature's principles, and those habits of observation and investigation, which constitute so large a share of the benefits derived from this class of studies. Now where, we ask, lies the blame? In attempting to answer this question, somewhat briefly, let it not, by any means, be anticipated, that we are going to re-open the discussion of that vexed question,



relating to the comparative merits of the Classics and the Natural Sciences. We have no such intention.

It is quite generally allowed, we believe, by teachers and scholars, that our most enthusiastic and successful naturalists are not made so by a study of the natural sciences, after the manner of the schools; and it is not too much to say that the young student of nature often throws down the text-book in disgust, and goes forth to pluck flowers, chase squirrels and butterflies, or to hunt for pollywogs and dragon-flies. Now there must be something wrong in such a state of things. To healthy minds the aspect of nature is certainly attractive, and the study of her works and laws, inviting.

It seems to us that the source of failure in this class of studies, is to be found principally in the character of the text-books, and the methods of teaching. Our text-books are radically defective and wrong; and teachers confine themselves to books too exclusively. They teach books too much, and nature too little. We can but confess that many of those books are artificial in the extreme, and rigidly mechanical, in the treatment of subjects which are, in themselves, easy and natural. They deal too much in the dry details of science, which are principally devoid of interest, except to the professional student; while the more popular treatment of the subjects is often so meagre as scarcely to deserve the name.

In school text-books on Natural History, altogether too much prominence is given to the uninteresting details of classification; and the animals described are mostly foreign, and those which the pupil never sees. The numerous forms of animal life in our common fields and waters, with their instincts and habits, which are always so intensely interesting to the young, are either entirely ignored, or treated in the most superficial manner.

How many students in chemistry can say, that a majority of the subjects treated in the latest text-book in that branch thoroughly enlist their interest by their method of treatment? They may discourse flippantly and parrot-like in regard to the nature of heat, and the most recent theory therefor, but can they tell you why they blow their cold fingers to warm them, and blow their hot pudding

to cool it? Many authors would consider such an explanation of the *uses* of knowledge as actually marring a scientific text-book.

Text-books in the sciences are generally too large and voluminous for the purposes for which they are intended. There are honorable exceptions, but they are most plainly in the minority. We have before us two works on Botany. One is a simple treatise, of not much more than two hundred and fifty small duodecimo pages, including the Flora, with numerous illustrations of the vegetable world; and the text gives, in very easy and racy language, the outlines of the science, and abounds in details of descriptions and facts which are attractive, and even fascinating. The Cedar of Lebanon and the Banian of the Orient, are probably not mentioned upon its pages; but the violet and the daisy, the crocus and the honeysuckle, and many common plants, grasses and shrubs, are described in language happily adapted to the understanding of children and youth. It is a book convenient and reasonable in size, and with very few, if any, superfluities.

The other work is a portly octavo volume, of more than eight hundred and fifty pages. It does not, perhaps, profess to treat of the whole vegetable kingdom, but it must include a good portion of that which is known. It gives a view of the subject in general and there is no lack of the minutiae of the science, *scientifically treated*. That it is a perfect thesaurus of Botany, and highly valuable as a book of reference for the expert in the science, is quite evident; but that one student in ten of those who study it will ever make use of a fifth part of the work in school, or even afterwards, is not to be reasonably expected.

In no one of the sciences has there been, comparatively speaking, so little success in making good text-books for school use, as in Astronomy. The science itself is so happily adapted, when properly studied, to expand the faculties of the learner and to give him profitable conceptions of the works of creation and their Great Author, that it seems a pity that he cannot have better helps for the pursuit of so noble a study.

What we have said in regard to the character of text-books in a few of the branches of Natural Science, will apply equally well, we think, to most of those books in other branches not mentioned.

When we add to this the fact, too well known, that the teaching is not so good as the books, a bad matter is certainly made worse. We have known a person to teach a class — we beg pardon — to hear the recitations of a class in Botany for a whole summer, without carrying a dozen specimens of flowers or plants before the class during their whole course. Had the pupils been compelled to rely entirely upon the book — even an inferior book — would they not probably have obtained a better knowledge of the subject than under such teaching? A gentleman of considerable experience in teaching, once remarked that he had taught Chemistry several years, but had never tried any experiments at all. Now it is true that many schools have no chemical apparatus; but it is also true, that with a few simple chemicals and a few glass dishes, a teacher may perform before his class one or two common but useful experiments, every week for a term of three months, and the expense of such experiments will hardly exceed as many shillings as he has fingers on both hands. Of themselves, they are of much more value to the pupil than the same number of recitations without experiments. The real defect in teaching the sciences is, that teachers do not become masters of their subject; they cannot go alone, and therefore they must lean upon the book. Of course, they teach the book, and not the subject. Enthusiastic they cannot be, for they are not thoroughly imbued with the matter in hand; and the class cannot be expected to be greatly interested in that which fails to enlist the interest of the instructor. When the text-book is so large that only a portion of it can be used, such teachers seldom have the knowledge, or the good judgment, requisite to make selections that will be profitable and interesting.

We need, then, text-books that are better adapted for the school-room. Let the attractive features of science be made prominent, so that while the book is constructed on scientific principles, it shall read like the *talks* of Agassiz. Let the next new edition be not enlarged, but reduced and pruned of all useless matter and form. Then let the teacher, having mastered his subject, teach what he really knows. The book may form the text for his instructions, but by no means the entire subject-matter. The teacher and the book together should be a kind of guide-board to point the

learner onward in the pursuit of knowledge. Where the guide is intelligent, patient and companionable, the wayfarer passes pleasantly and successfully onward in his journey. A. P. S.

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### THE CLAIMS OF BOTANY.

Perhaps no study is so regularly ignored by school committees, or so indifferently taught by teachers in general, as Botany; yet no study, under competent instructors, can be made more beneficial. Though often sneeringly spoken of, as fit only for girls, it is nevertheless true that no other study is so well calculated to excite and develop the reasoning powers of *young* scholars of both sexes, and to prepare them for the graver studies of maturer years.

Classes should commence the study of Botany at the beginning of the Spring term. The elementary stages demand no expensive apparatus, large cabinets, or costly text-books. "*How Plants Grow*," by Prof. Gray, is undoubtedly one of the best botanical text-books for beginners yet published.

Provided, then, with average brains, tolerable eyes, and a pocket knife, the pupils are ready for those delightful rambles which minister at once to their physical and intellectual needs. This physical training is of no slight advantage. Boys the world over, are unconfined, uncontrollable, irrepressible, and will have pure air enough to vitalize the blood, and exercise enough to develop the muscles. Running, boxing, swimming, cricket, base-ball, and gymnasiums, are keeping them up to the regulation standard; but how with the girls?

It is a sad fact patent to all, that the American woman is fragile, and loses her beauty at just the age it should be fully developed, and the reason is that girls are systematically repressed. Fashion reduces their waists, and propriety their amusements, until the bloom fades from their cheeks, and the buoyancy from their lives.

Botany, rightly taught, forces its students into the open air and compels them to take abundant exercise. From the time the sweet-scented May-flower and delicate blood-root make their earliest



*debut*, before the snow and ice of mid April have had time to melt away, throughout Spring, Summer and Autumn, to those late days when the asters and golden-rods are buried by the drifting storms of Winter, there is an everchanging succession of flowers, varying with the locality and nature of the soil.

Sandy plains, meadows, hill-sides, swamps, woods, all have their own distinctive flora, and demand, at all seasons, careful examination.

There are schools within a dozen miles of Boston where pupils, of both sexes, in classes, have in a single season almost exhausted the flora of their respective towns, numbering the specimens they have personally sought out and examined by the hundred, not merely acquiring a vigorous physique thereby, but, at the same time, gaining those habits of observation and patient investigation which will inevitably extend the domains of science over yet untrodden fields.

How does botany, in any special manner, discipline the faculties and call out the higher powers of the mind?

Let us briefly trace the progress of the young student.

On the sides of rocky hills, about the first of May, appears the *early crowfoot*, easily distinguished by the bright yellow blossoms, parted leaves, silky stalk, and clustered, fibrous roots. A little later, in moist pasture-land, appears the *bulbous crowfoot*, differing slightly from the *early crowfoot* in several particulars, but chiefly in its bulbous roots. Still later blossoms the *tall crowfoot*, distinguished from the preceding by its greater height and paler blossoms. Throughout the summer the student meets with perhaps a dozen different species of crowfoot, either one of which he recognizes at sight. He sees that all these species, though differing in many respects, are uniformly alike in others. He considers each property by itself—rejects the properties that differ, retains those that are constant—and thus forms, not an actual crowfoot, but a scientific conception—*genus Ranunculus*.

He sees the delicate anemone, purple-tinged, bordering the moist woodlands, the marsh marigold opening its golden cup in the wet meadows, the shining leaved gold thread, the paniced meadow-rue; and finding these, dissimilar as they are, grouped in the same crowfoot family, the mind instinctively seeks those elements which



are constant in all these plants, and thus forms the scientific conception of the ORDER *Ranunculaciac*.

Thus the young scholar abstracts, combines and generalizes, without so much as knowing the names of these processes. He knows what is better—the thing itself. He comprehends readily the distinction between individuals, species, genera and orders; the mutual relations of these terms can never fade from his mind.

Proceeding thus by broader and still broader generalizations, the unity of design in the whole vegetable creation at length becomes manifest, and the innumerable species and genera, so widely dissimilar in manner of growth, external appearance, properties and habits, are clearly seen to be

“ ——— parts of one stupendous whole,  
Whose body nature is, and God the soul.”

“ Attention it is that is the very soul of genius,” observes a well-known divine; and the study of botany demands the closest attention. The student, to classify his specimens, must observe the minutest particulars, not merely the habitat of the plant, the number and arrangement of leaves, sepals, petals, stamens, and pistils, and the kind of root; but he must also observe the color of the juice, the divisions of the seed-vessels and number of seeds, the roughness or smoothness of the stalk, the manner in which the anthers open to scatter their pollen, and numerous other particulars well-known to all botanical students.

Thus one confirms habits of attention and reflection, acquires the power and disposition to think for himself in a logical manner, and rises from particulars to principles, than which no discipline can be more effectual.

Again, no study, æsthetically considered, leads to more important results; no study more rapidly develops the taste and prepares the mind for delightful converse with nature.

The microscopic plants we tread daily under our feet; venerable, wide-spreading elms; colossal oaks; sombre firs; slender vines whose tendrils flatten to suckers and cling to adjacent walls, or the stems of whose leaves twist themselves pertinaciously about any support; multitudinous forms of life, infinitely diverse, yet con-

forming to the same general plan; all these are Art teachers, softly fashioning the mind, imperceptibly conducting it to loftier ideals of the graceful and symmetrical.

There are colors, too, whose divine combinations, like the tints of the rainbow, defy the skill of the painter, and refuse to yield their secret to the manipulations of the chemist.

Leaves and blossoms change from day to day, and their attractions vary, but do not lessen, as the year ripens and draws to a close. Fields of emerald green harmonize well with the skies of spring; drooping foliage and deep-tinted blossoms with the heats of summer; the glorified leaves with the splendors of autumnal sunsets; and the naked branches, now swaying drearily to and fro in the wind, now resplendent with encased ice and crystal pendants, at times with the sombre gloom, and at times with the sparkling brilliancy of winter.

From these mute teachers, the poet likewise largely draws his illustrations, and he who has ignored the claims of botany, cannot appreciate, at their proper value, many of the most beautiful passages of our popular authors. The true poet is a student of nature in all its manifold aspects, and the reader, to sympathize with him, must have recourse to the same inexhaustible fountain.

In whatever light, then, we place botanical knowledge, whether as a means of physical development or mental discipline, an accessory to the fine arts, an interpreter of standard literature, or a constant revelation of divine power and goodness, this neglected study seems to form an essential part of a complete education.

BOTANICUS.

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### TO WHAT EXTENT SHOULD SCHOOL LESSONS BE COMMITTED TO MEMORY?

Having briefly stated in my last paper some of the general principles bearing upon my subject, I pass now to a review of some of the ordinary school studies, so far as they relate to the memory.

I have a few words to say about *spelling*. To a large extent, spelling is arbitrary. There is no natural, necessary association between one letter and another. Hence each word must be learned

by itself. Little use can here be made of local or philosophical associations. I would allude, for a moment, to a practice pursued in some schools, which requires children to remember not only the spelling of each word in a lesson, but also the precise order in which the words stand in the book. At the recitation, one scholar spells a word; the next scholar unprompted, spells the next word, and so on to the end, the teacher meanwhile being silent. The recitation thus conducted makes a fine appearance, and sometimes excites admiration.

I consider this practice objectionable for several reasons:

1. It is more difficult to learn the order of the words than to learn to spell them; consequently the attention of the pupil is mainly directed to what in itself is of no use, and is diverted from that which ought to be learned. If the order of the words were not required, either the spelling of the words might be more securely learned by longer study, or, if already perfectly mastered, a much larger number could be acquired in a given time and thus more rapid progress could be made.

2. The time and labor spent in learning the arbitrary order of words in a spelling book might be used to great advantage in committing to memory important facts, or choice extracts from prose or poetry. Moreover, there is the danger of making scholars disgusted with study when they are compelled to learn that which gives them neither pleasure nor knowledge.

The committing of numerous rules of orthography seems to me worse than useless. There are a few rules of so general application and admitting so few exceptions, as to render them valuable; but the exceptions to most rules of spelling are so numerous as to make the rules of little or no value. It is actually less difficult to spell words arbitrarily, each by itself, than to learn to spell by the aid of many rules; for the rules and their exceptions cannot be long remembered by most pupils, and when they are forgotten each word must, after all, be spelt by means of the picture it has made on the mind. As, then, the words must at last be remembered independently of rules, it is better to waste no time in memorizing what is valueless; but rather by repetitions, vocal and written, to fasten in the memory the form of each word.

*Arithmetic.*—What shall be memorized in this study?

No one, I presume, will question the propriety of learning with exactness the definitions, and the statements of general principles. Premising that the thing defined has been first clearly presented, and that the process of building up the definition has been shown; recognizing, also, the great difficulty of framing a perfect definition—a difficulty too great for a child to overcome—I do not see that any one can object to the careful learning of arithmetical definitions.

Now comes the question, "Shall the rules of arithmetic be memorized?" The answers to this question are not of one accord. Let me briefly allude to them.

In the affirmative, the argument runs thus: There is a right way of solving a certain class of problems. It is often necessary to state that way. The statement should be exact, concise and clear. To prepare such a statement requires the careful effort of a disciplined mind. Children unaided cannot prepare it. They must, therefore, either announce the mode imperfectly, or else use a form of words arranged under the care of the teacher, or the author of some text-book. Grant that the principles involved in the given method have been thoroughly mastered, and that there is frequent occasion for the pupil to give expression to that method, is it not better for the pupils' intellectual welfare to adopt a correct, than to extemporize an incorrect, statement? Precision and perspicuity in the use of language are of the highest importance. The committing of a rule by no means involves what is commonly called "working by rule." Principles may be perfectly mastered, whether the rule be learned or not; while the rule is often very convenient for use, and, as all must admit, habitual accuracy of expression tends to promote accuracy of thought.

Again, a concise rule assists the memory to retain in mind the mode of solution. The mind goes through a course of reasoning in order to determine how a class of problems shall be solved. The conclusion, relating to the method, is embodied in a rule. The reasoning helps to remember the rule, and the rule helps to remember the reasoning. Now it is often easier to recollect a brief rule, than to recall a long course of reasoning. Years after a boy has



left school, he may have so far forgotten the analysis of certain kinds of problems as not to be able to apply it readily in business affairs, whereas a brief rule, early fixed in the memory, may answer for practical purposes. In general, it is easier to remember a conclusion than the logical steps leading to it; and to have at command a valuable conclusion, without the logical steps, is better than to have neither.

In the negative it is urged that rules tend to make unthinking, mechanical scholars; that they are quickly forgotten, and hence that the time spent in learning them is lost. It is further argued that children should be trained to reason out every process; to work every problem by reason, not by rule; that those who learn rules will content themselves with the *how*, and care little about the *why*; and that thus pupils will fail to cultivate their powers of thought.

This subject presents itself to me briefly thus: If rules are used to enable scholars to solve problems, regardless of the principles involved, the learning of rules is to be utterly condemned, and so is the teacher who permits such a course. But there is a way of dealing with rules which is not only not pernicious, but highly useful. Take a certain class of problems. Develop the successive steps in their solution, discussing thoroughly the reason for each step. See that the subject is clearly comprehended. Now re-consider the solution. What was the first step? State it in the fewest and clearest words. Let this be done, as far as possible, by the scholars; and let care be taken to show the errors in their forms of statement. What was the second step? State that in like manner. When each step has been thus expressed, put the statements together in due order, and you have an exact expression of the mode of solving the given class of problems, that is, you have a *rule*. It may or may not be the same as that found in the given textbook; that is of little importance. Now comes the question, "Shall the scholars commit the rule to memory?" Under the conditions mentioned, I confess that I can see no valid objection to memorizing the rule. It is not a substitute for reasoning; it is the result of reasoning. It has been built by the scholars themselves, under the teacher's direction and aid. So long as they are required from day to day to explain their problems, it seems to me far bet-



ter for them, when required to state how they would solve a certain kind of questions, to use the terms of the accurate rule which they have aided in framing, than to extemporize a rule which in almost every case will be loose and inaccurate.

Upon examining the arithmetics whose authors profess to condemn rules I find that after all they generally give "directions" for the solution of problems, which are just as much rules as the rules in any other arithmetics. If, as some contend, we are to depend entirely upon present reasoning processes for the solutions and the statement of solutions, these "*directions*" are just as useless and pernicious as any rules. They are either to be committed to memory, or not to be. In the latter case they are useless; in the former, they are, according to their authors, pernicious. The fact is, that most, if not all, of the teachers and authors who unqualifiedly object to arithmetical rules, do use them in some form. Even the arithmetics of the lamented Dana B. Colburn — that ardent lover of mathematical analysis — abound in directions which are, to all intents, rules.

In reply to the common argument that rules are soon forgotten and hence, are useless, it may be said that even if the fact be as alleged, the argument is unsound, because it proves too much. I might say that history will be forgotten, and, therefore, it is useless to study history; that a large part of all the school studies will be forgotten, and, therefore, the studies should be omitted; that a course of analytical reasoning will be forgotten, and hence it is useless to analyze; that a train of thought will be forgotten, and, consequently, it is not worth while to think.

The truth lies just here: Anything which, even for the time being, cultivates thought and the accurate expression of thought, anything which develops mental power and gives vigor to the exercise of that power, is highly useful, although the memory may prove treacherous; for the power acquired can be used to recover forgotten knowledge, or for the acquisition of new knowledge. But it will be found to be the case, that the most important rules are not forgotten, but remain in the memory, ready for practical use, when, perhaps, reasoning processes are out of mind and cannot be promptly recalled.

Some one may desire to know why I object to rules in spelling and yet assent to a certain use of rules in Arithmetic. How do they differ in principle! I make these two important distinctions: To the orthographical rules there are so many exceptions as to render them valueless, whereas arithmetical rules admit no exceptions. The former embrace only arbitrary associations, the least valuable of all; the latter create philosophical associations, the most valuable of all.

If I am to be quoted as favoring the use of arithmetical rules, I desire to have it clearly understood, that *I would proceed from principles to methods, and thence to rules; and that I would use the rules, not as a guide to methods, but as a concise and correct statement of what the methods are.*

D. B. H.

Salem.

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### EZEKIEL CHEEVER.

"I should consider myself false to all good learning if I allowed the name of this famous old man to slip by without pausing to pay homage to it.

"His record, as a teacher of a Latin Grammar School, is unrivalled. Twelve years at New Haven, eleven at Ipswich, nine at Charlestown, and more than thirty-eight at Boston,—more than seventy in all,—may it not be safely said that he was one of the very greatest benefactors of America? With Elijah Corbett, who taught a similar school at Cambridge for more than forty years, he bridged over the wide chasm between the education brought with them by the fathers from the old country, and the education that was reared in the new. They fed and kept alive the lamp of learning through the dark age of our history. All the scholars raised here were trained by them. One of Cotton Mather's most characteristic productions is the tribute to his venerated master. It flows from a heart warm with gratitude. 'Although he had usefully spent his life among children, yet he was not become twice a child,' but held his faculties to the last.

"In this great work of bringing our sons to be men, he was master seven and thirty years ago; so long ago that I must even mention my father's tutor for one of them. He was a Christian of the

old fashion,—an old New England Christian; and I may tell you that was as venerable a sight, as the world, since the days of primitive Christianity, has ever looked upon. He lived, as a master, the term which has been, for above three thousand years assigned for the life of a man." Mather celebrated his praises in a poetical effusion:—

"He lived, and to vast age no illness knew,  
Till Time's scythe, waiting for him, rusty grew.  
He lived and wrought; his labors were immense,  
But ne'er declined to preterperfect tense.  
\* \* \* \* \*  
'Tis Corbett's pains and Cheever's, we must own,  
That thou, New England, art not Scythia grown."

To our early schoolmasters, as Mather says, and to the latter, too, I may add, it is owing, that the whole country did not become another Scythia. This old schoolmaster died on the 21st of August, 1708, aged ninety-three years and seven months."

[Upham's "History of Witchcraft and Salem Village."]

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MANNERS.

A noble and attractive every-day bearing comes of goodness, of sincerity, of refinement; and these are bred in years, not moments. The principle that rules your life is the sure posture-master. Sir Philip Sydney was the pattern to all England of a perfect gentleman; but then he was the hero that, on the field of Zutphen, pushed away the cup of cold water from his own fevered and parched lips, and held it out to the dying soldier at his side! If lofty sentiments habitually make their home in the heart, they will beget, not perhaps a factitious and finical drawing-room etiquette, but the breeding of a genuine and more royal gentility, to which no simple, no *young* heart will refuse its homage. Children are not educated till they catch the charm that makes a gentleman or lady. A coarse and slovenly teacher, a vulgar and boorish presence, munching apples or chestnuts at recitation like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the firmament than his skull, like a circus clown, and dispensing American saliva like a Member of Congress, inflicts a wrong on the school-room for which no scientific attainments are an offset.

P. D. HUNTINGTON, D.D

## Editors' Department.



### CORPORAL PUNISHMENT.

We have no desire to keep this subject constantly before the readers of the *Teacher*, but while those who oppose the use of the rod under any circumstances are so zealously seeking to gain the public ear, and are urging their views, not only in the Committee-room but also in the halls of State legislation, it is not fit that the organ of the teachers of the Commonwealth should be silent. We know that we express the almost unanimous opinion of the instructors of our public schools, when we protest against any law which shall curtail the power of the teacher in the government of his pupils. This is an important educational question both in its present and future bearing, and it is worthy of especial notice that practical teachers are agreed as to the results which would follow if the ideas of these would-be philanthropists should be embodied in law.

We believe there are many schools where it is never necessary to use the rod, many where it need seldom be used, and yet many more, where the good of the school, as well as that of the individual offender, requires its frequent use. In all of these alike, let the power to use it, be placed without restrictions in the hands of the teacher or the principal of the school, with the understanding that he is accountable for the betrayal of this, as of any other trust committed to him.

We often hear the remark, "A teacher's worth is in an inverse ratio to the amount of corporal punishment used by him," or again, "He who whips much is a poor teacher." From such an opinion, if expressed without limitation, we dissent most emphatically. Shall we say that a physician is unworthy of confidence because a large number of his patients die, when we know nothing of the virulence of the disease which has caused their death? Shall we say that a lawyer is wanting in ability because he loses his cases, when we are ignorant of their desperate nature or of the prejudices of the jurors before whom they are tried? Shall we then, by a glance at a list of cases of punishment condemn a teacher as a "brute," when we know nothing of the want of home training, or the lack of discipline on the part of some easy-going, time-serving predecessor?



Nor can we agree with those who admit that the rod should *always* be the *last* resort. As the skilful physician is sometimes constrained to administer, at once, the most potent medicine or the surgeon to apply the knife, so we believe there are cases in school government of such a nature that the teacher should immediately vindicate his authority by a judicious infliction of corporal punishment upon the rebellious pupils. We know that prompt action in this respect, upon the first morning of the term, has not only secured a prosperous winter's work, but has also, through the respect then inspired, won for the teacher the love and esteem of every child.

We do not believe that a law of *Prohibition* will be passed by the Legislature of Massachusetts. But suppose they would provide a statute which should forbid corporal punishment, how will they define it? Is the rod the only means of inflicting it? Can the body be reached and pained in no other way? Forbid the rod and teachers will resort to means of discipline far more objectionable. Even now, under the pressure of sentiment, in some localities, we fear that such are in use. Is it not a fact that some who publicly declare corporal punishment unnecessary, and present themselves as among the few who by "excellence of character," "equanimity of temper," and "divinity of soul," are able, by a word, to harmonize all conflicting elements, to calm every ebullition of passion and to make submissive the most obdurate will, are employing methods of cruelty from which "every feeling of humanity must revolt?"

We would not forget that there are some excellent teachers of large schools, in favored localities, who never use the rod themselves, and yet are content to leave their less fortunate brethren to employ such methods of judicious punishment, as their peculiar circumstances may require.

Let us see the danger to which we should be exposed by the *forced* abolition of corporal punishment. We have a few facts at hand.

The Superintendent of a public institution in this Commonwealth, doubtless actuated by the best of motives, determined to banish whipping from within its walls. But the officers must exercise their ingenuity to invent some other way to control the boys, and what was the result? Violent shaking was one of the methods to which they most frequently resorted. Boys were sometimes held under a stream of cold water in a winter's night. Others, clad only in a shirt, were compelled to run around the yard, wading through deep snows. Others were made to sit out of doors on a cold day, without jackets or hats.



Some were caused to hold a heavy dumb-bell above their shoulders until the pain became intense. A frequent mode of punishment was a diet of brown bread and water for days in succession.

Now this institution is continually brought to our notice, and we are asked triumphantly, "If it is possible to dispense with the rod here, in an institution like this, why not in our common schools?" We beg leave to ask, How many of our teachers would consent to employ such substitutes? How many fond parents would submit to them?

At a hearing granted by the Committee of Education at the State House, several gentlemen, some known and some unknown to fame, appeared in advocacy of a law designed to abolish corporal punishment from our common schools. Dr. Wyman would perhaps, judging from his remarks, be content were its restrictions confined only to girls. But why the distinction of sex? We have taught hundreds of each, and we know that while there may be ninety-nine boys, who need the rod, to one girl, yet the latter may be more difficult to manage than any of the former.

A gentleman, of almost unequalled experience in dealing with refractory children, though not a teacher, upon hearing, a few days since, the remark that girls were more easily managed than boys, replied, "I don't know about that; I have had to handcuff girls, and I never did boys."

Among those who appeared as remonstrants, were Joshua Bates, Esq., Master of the Brimmer School, and Hosea H. Lincoln, Esq., of the Lyman School, Boston, both eminent and successful teachers of long experience. In addition to their remarks, they presented to the Committee, in writing, some of the more prominent objections to legal action, and the evils consequent upon it. We deem them so well stated that we ask for them a careful consideration.

Mr. Bates presented the following propositions:—

1. The unruly pupils must be expelled, thus depriving a class of children, who most need education, of the benefits of school instruction.
2. The child thus excluded, when a man, will hold the teacher and the law responsible for neglecting to enforce obedience, and thus sending him into life wayward, lawless, uneducated and ill-fitted for the duties of good citizenship.
3. Industrious and well-disposed children will be deprived of many benefits which influence and develop character and scholarship in schools well organized and well disciplined.

4. The great mass of children who receive the benefits of school will come to be those who from character and surrounding influences, never need corporal punishment; and all others will form a class by themselves.

5. There will be a lower standard of discipline and attainment in schools where the *right* to punish is taken away.

6. The teacher will lose the very means now in use in many families as *aids to home discipline*, and thus he, who stands in the eye of the law *in loco parentis*, will be prevented from exercising the legitimate rights of a parent.

7. Legislation on this subject is a manifest injustice to teachers, until a law prohibiting corporal punishment in families has been created and enforced.

8. Resort will be had, in schools, to punishments more objectionable in their character than corporal punishment properly administered.

9. Legislation on this subject takes from the hands of the teacher rights secured to him in all past time by the best judicial authority, and justified by the decisions of the courts in all civilized countries.

10. The proposed legislation practically renders null and void the "Truant Law," as it virtually deprives the teacher of the power to enforce obedience in refractory and disobedient children when brought back to the school-room.

11. Finally, the teacher who *usually* governs his pupils without corporal punishment is, by the proposed legislation, deprived of one of his strongest aids in controlling them, namely, *the grace of refraining to use his power to punish*.

Mr. Lincoln presented the following:—

1. The right to administer physical chastisement upon refractory pupils should be vested in teachers without legislative restrictions.

2. Teachers, unworthy to be trusted with this power, are unfit for the functions of their high office, and should be removed.

3. Good disciplinarians cannot be manufactured by legislation; but the influence of efficient instructors will be materially weakened by legislative action upon school government.

4. If Massachusetts, by restrictive legislation upon methods of school discipline, show her lack of confidence in the educators of her children, she will teach her youth a lesson that they will not only easily learn, but upon which they will rapidly improve.

5. If the proposed legislative action be consummated, the responsibility of the government of the schools of this State will not legiti-

mately rest upon the teachers, for, by their essays, debates and resolutions, they have almost, if not quite, unanimously expressed the conviction that such action would be highly prejudicial to the best interests of those institutions.

### AGRICULTURAL COLLEGE.

The members of the State Legislature with invited guests, recently paid a visit to this institution at Amherst. The party arrived at the depot about one o'clock, and were met by the President of the College, Prof. W. S. Clark, and a large concourse of citizens. All the available sleighing facilities of the town were brought into requisition; and the party making a detour of the beautiful grounds of Amherst College, were driven to Agricultural Hall, where a generous collation had been provided by the citizens of the town. When the tables were cleared, the students of the Agricultural College, dressed in their neat uniform of blue, gave an exhibition of military tactics, and light gymnastics under the direction of their accomplished instructor, Prof. H. H. Goodell. All then re-entered the sleighs and passed in long procession to the grounds of the College, about a mile from the village. The farm contains about four hundred acres of excellent land well adapted to its prospective use.

The Plant House was here the chief source of attraction, and was a surprise to those who knew that in October last, the site was but a gravelly knoll. According to the present design, it will cover an area of 9810 square feet. A little more than half is now completed. There are to be nine distinct, yet connected sections, called Palm House, Green House, Victoria House, Camellia House, etc. Some to be kept at a temperature of about 60°, one at 75°, and another, the Victoria House at 85°. The seed of the Victoria Regia has already been planted in a large tank 18×25 feet, to which water is furnished by two small fountains, and kept warm by the passage of hot water through iron pipes near the bottom of the tank. We hope the efforts of Prof. Clark to rear this mammoth lily will meet with success.

The Camellia House contains some forty varieties of the Camellia, also the Tea plant, Green Rose, Olea Europea, Pine of Austria, Irish Yew, Chilian Pine, and other rare exotics. In other sections may be found the large Century Plant, now about thirty years old, the Banana, Fan Palm, the Casuarina, the Screw Palm, the Orange, the Pomegranate, the Cycas and the India Rubber tree.

After a visit to the College dormitory, and recitation rooms, the excursionists returned to the depot, and after an uneventful ride reached Boston about nine o'clock. Many thanks are due to President Clark and Sergeant-at-Arms Morrissey for a delightful trip.

## HIGH SCHOOL TEACHERS' ASSOCIATION.

The meeting of High and Classical Teachers of this State held in Boston the 28th and 29th ult. was in every respect successful. Some of the most distinguished teachers in the State were present. With others, were Messrs. Taylor of Andover, Hammond of Monson, Stebbins of Springfield, Smith of Dorchester, Collar of Boston, Allen of Cambridge, Allen of Newton, and Green of Worcester. Dr. S. H. Taylor, of Andover was chosen President, and W. F. Bradbury of Cambridge, Secretary of the meeting. Most of the time was spent in discussing the best methods of teaching the classics, and the requirements for admission to the several colleges.

The former topic was most admirably discussed by Messrs. Allen of Newton, Burnham of Newburyport, Hammond of Monson, Green of Worcester, and others; and excellent papers upon the same subject were read by Mr. Collar of Boston, and Prof. Harkness of Brown University. The second topic was discussed with much earnestness and skill by those present; and a paper was read by Dr. Hill, President of Harvard University. The result of the discussion was to convince nearly if not all present that it was neither *practicable* nor *desirable* for the colleges to adopt a uniform standard for admission. It was decided to form a permanent organization of the High and Classical Teachers of this State, and a committee consisting of Messrs. Rolfe of Cambridge, Thompson of Arlington, and Parsons of Waltham, was appointed to report a plan of organization. The officers of this meeting, with H. R. Green, of Worcester, as Vice-President, were made the officers for the ensuing year. Another meeting will be held within a year, and we can desire for it no greater success than attended this first meeting.

W. F. B.

## NATIONAL TEACHERS' ASSOCIATION.

The Legislature of Tennessee, by a unanimous vote, has extended an invitation to the National Teachers' Association, the American Normal Association, and the National Association of Superintendents, to hold their next meetings in Nashville, in August next. The invitation has been accepted. Due notice of the meetings will be given hereafter.

## CORRESPONDENCE.

MR. EDITOR,—I enclose the following schedule which I prepared a long time since for my own school desk, and which I constantly keep in sight for occasional perusal.

Thinking other teachers might find the suggestions profitable, and that some would like a copy for their own school desk, I send the same to the "Mass. Teacher."

A TEACHER



Two important elements for success in teaching :

- 1st. Sympathy with the minds and hearts of children.
- 2d. Energy of personal character.

What I shall constantly do :

1. Keep a good temper.
2. Always be cheerful.
3. Have patience.
4. Encourage and praise.
5. Be faithful.

What I shall constantly avoid :

1. Moroseness.
2. Fretfulness.
3. Anger.
4. Scolding.
5. Fault-finding.
6. A cold, unsympathetic manner.

### PROBLEM.

To find without the aid of the calculus, the pitch of roof required for quickest descent of water.

### SOLUTION.

Let  $b$  = the given base of roof;

And  $x$  = vertical height sought;

Then  $\sqrt{x^2 + b^2}$  = length of roof.

By the laws of falling bodies, time of falling through the vertical height  $x$

is equal to  $\sqrt{\frac{x}{g}}$

Let  $t$  = time of falling down the roof;

Then  $t : \sqrt{\frac{x}{g}} = \sqrt{x^2 + b^2} : x$ , or, squaring each term;

$$t^2 : \frac{x}{g} = x^2 + b^2 : x^2$$

And  $t^2 = \frac{1}{g} \left( \frac{x^2 + b^2}{x} \right)$ . Hence,  $t^2$  or,

The time of descent will be quickest when  $\frac{x^2 + b^2}{x}$  is a minimum.

Let  $x = b \times c$ ; then  $\frac{x^2 + b^2}{x}$  becomes, by substitution,  $\frac{b^2 \times 2bc + c^2 + b^2}{b + c} = 2b + \frac{c^2}{b + c}$ , which is evidently a minimum when  $c = 0$ , and hence  $x$ , or vertical height =  $b$  the base; therefore, the pitch of the roof is  $45^\circ$ .

E. H.

Boston, March 14, 1868.

## CLASS DRILL.

No. 1. I knew that he was a scholar.

No. 2. I knew him to be a scholar.

*Teacher.* What kind of sentence is No. 1?

*Pupil.* It is a complex sentence, consisting of a leading clause, the predicate of which is modified by the substantive clause, "that he was a scholar," an objective element.

*T.* How will you dispose of "scholar" in No. 1?

*P.* It is the predicate nominative after "was."

*T.* What kind of sentence is No. 2?

*P.* It is a partially complex sentence.

*T.* Why do you say *partially* complex?

*P.* Because the predicate of the leading proposition is modified by an *infinitive* clause, instead of a *finite*.

*T.* How is No. 2 formed?

*P.* By abridging the subordinate proposition of No. 1; dropping the connective "that;" changing the verb "was" to its infinitive "to be;" and the subject nominative "he" to the objective subject "him." This *last* changes the *predicate nominative*, scholar, to the *predicate objective*.

*T.* How will you parse "him?"

*P.* It is a pronoun in the objective case, and is the subject of the infinitive "to be."

**RULE.**—A noun or pronoun, used as the subject of the infinitive, is in the objective case.

*T.* Upon what does the verb "to be" depend.

*P.* It depends upon its subject "him."

*T.* How will you dispose of "scholar?"

*P.* It is the predicate objective after "to be."

**RULE.**—The attributive noun or pronoun in an infinitive clause must be in the objective case.

## INTELLIGENCE.

*Items for this department should be sent to G. B. Putnam, Franklin School, Boston.*

Jonathan Kimball, Esq., has been for the third time elected Superintendent of the schools of Salem. His services in this capacity have commanded the hearty approval of all who are interested in the welfare of the schools.

Mr. L. B. Pillsbury, for the past four years Principal of the Hopkinton High School, has resigned his situation, for the purpose of engaging in business. We regret to record the departure of Mr. Pillsbury from the teacher's profession.

Mr. John H. Haldeman, has been elected Principal of the School of Observa-

tion, Westfield. He will have for his enthusiastic assistants, Miss Roys, Miss Demming, and Miss Kingsley. Mr. H. graduated at Westfield last summer, and his former success is a sufficient pledge, for the continued and increased prosperity of the school.

Miss Annie M. Johnson, Principal of the Framingham Normal School, has had her salary increased to \$2,000.

Mr. Winship, of Newton, has accepted the position of assistant in the Bridgewater Normal School. A very large class has just entered this institution, and it is in a most prosperous condition.

*Boston.* Dedication of the Norcross School House. This house, to which reference was made in a former number, was dedicated on the 10th of March. The exercises were under the charge of Alvan Simonds, Esq. Chairman of the Sub-Committee of the district. A pleasing feature of the occasion was the singing, by a choir of about three hundred of the pupils of the South Boston schools, under the direction of J. B. Sharland, Esq.

A Psalm was read and prayer offered by Rev. J. I. T. Coolidge, after which, Hon. Francis Richardson, Chairman of the Building Committee, presented the keys of the building to President Allen of the Common Council, who in the absence of the Mayor, received them in behalf of the School Committee of Boston, and then transferred them to Mr. Simonds, who presented them to Mr. Josiah A. Stearns, master of the school. The dedicatory hymn, written by Mary G. A. Toland, a recent graduate of the Lawrence school was then sung; after which appropriate remarks were made by Ex. Mayor Norcross, Ex. Aldermen Gaffield and Slack, Rev. Mr. Heaton, of Cambridge University, England; President W. A. Stearns of Amherst College, and Rev. R. C. Waterston, of Boston. The exercises, which were of more than ordinary interest, were closed by singing "Old Hundred." Mr. Stearns, who for about twenty-five years has been Master of a school in South Boston, was transferred, by a vote of the committee from the Lawrence, to this new school, and we congratulate him upon the interesting exercises which thus ushered him into his new field of labor.

Mr. Larkin Dunton, sub-master of the Lawrence school was upon the same day, by a vote of forty-five to five, elected master of that school. Although Mr. Dunton has been in the city but a short time, he has secured a high reputation as a teacher. As Mr. Stearns was leaving his old quarters he was presented by Mr. Dunton, in behalf of his old associates in the Lawrence School, with an elegant gold-headed cane. He also received a beautiful bronze inkstand and a Masonic pin. The latter was the gift of a brother Mason, Mr. Phineas Bates, Truant Officer, for the South District. Miss Alice Cooper has been elected Head Assistant in the Master's room at the Lawrence School. We are also able to announce the following appointments of female assistants in the Boston schools.

*Adams.* — Emily H. Chickering.

*Bowditch.* — Julia T. Gould.

*Boylston.* — Susan J. Turner.

*Dwight.* — Henrietta P. Mason.

*Franklin.* — Mary M. Melcher, Sarah D. Hamblin.

*Lawrence* — Emma P. Hall, Annie M. Elwell.

*Lincoln.* — Eliza H. Merrill.

*Mayhew.* — Lucetta A. Wentworth.

*Phillips.* — Elizabeth R. Hodges.

*Prescott.* — Bernice A. De Merritt.

*Quincy.* — Ellen G. O'Leary.

*Winthrop.* — Ellen M. Dennis.

*Wells.* — Adelaide A. Rea.

*Newton.* — In respect to her public schools, Newton is a model town. She pays her teachers liberally, and builds fine school-houses whenever they are needed. Three such houses were commenced during the last year. The one at the Lower Falls was dedicated a short time since. Hon. Thomas Rice — formerly a pupil in the house which was built about the year 1800 on the spot where the elegant new house stands — presided over the exercises. Mr. Isaac Hagar, chairman of the building committee — another of the old scholars — made a brief report, and delivered the keys of the building to the Chairman of the Selectmen, by whom they were transferred to Rev. Dr. O. S. Stearns, Chairman of the School Committee. Dr. Stearns, with a few telling remarks, placed the keys in the possession of Mr. Leland, the excellent principal of the school. The chairman then called up Mr. D. B. Hagar, of Salem, to speak in behalf of the "old boys" of the school. With the aid of diagrams drawn upon the blackboard, Mr. Hagar gave a description of the old school-house as it was in his earliest days. He contrasted the discipline and modes of teaching of former times with those of the present, and closed with an address to the children. Remarks were made by Mr. George B. Neal, of Charlestown, Mr. Goodrich, a member of the School Committee, Master Davis, now eighty years old, of West Newton, and Hon. Joseph White. Among the interesting facts mentioned by Mr. Davis, connected with his experience as a public school-teacher in Newton, beginning with the year 1806, was this: he said that after he had given one or two exhibitions of reading and compositions by his pupils, a vote was passed at a legal town meeting forbidding such exhibitions, on the ground that they caused a waste of time in the schools.

Mr. White's remarks were, as usual, eloquent and effective. Mr. Goodrich urged with great force the importance of having a Superintendent of schools in Newton.

The exercises were relieved from time to time by the spirited singing of the pupils in the school.

We mention a few facts, showing the remarkable growth of Newton in wealth. In 1844 the valuation of the town was \$1,325,000, and the value of the school property was \$12,000. Now the town valuation is \$13,000,000, and the school property is valued at \$160,000.

*Medford.* — A fine wooden structure on High Street, built in the form of a Maltese cross, and costing \$20,000, was recently dedicated. D. A. Gleason,



Esq., chairman of the school committee, presented the keys to Mr. P. B. Merritt, master of the school. Remarks were made by A. J. Phipps, Esq., Rev. Charles Brooks, Rev. G. M. Preston, Dr. G. F. Bigelow, of Boston, and others.

*Coleraine.* — School district No. 13, in this town has had but *one* pupil to attend its school during the past year. The expense has been between \$60 and \$70.

Gen. Francis A. Walker, assistant classical teacher at Williston Seminary Easthampton, has resigned his position in order to connect himself with the editorial staff of the Springfield Republican. Gen. Walker is a graduate of Amherst College, and served in distinguished positions in the army during the war.

Mr. Charles H. Parkhurst of the Amherst High School, and also a graduate of Amherst, has been appointed to fill the vacancy at Easthampton.

Hanson L. Reed, Principal of the High School at Grafton, has been appointed Superintendent of Schools at Amherst, and will devote his whole time and talents to his work.

*Winchendon* is building a three-storied, French-roofed brick school-house, to be completed by the first of August. It is expected to cost \$25,000.

*Western Massachusetts.* — We are surprised to see how small a sum was voted by some of the towns in this part of the State for school purposes for the ensuing year. Hawley, \$900; Leverett, \$800; Hancock, \$700; Heath, \$700; Peru, \$600; Plainfield, \$600; Rowe, \$600; Leyden, \$500; Clarksburg, \$500; Monroe, \$200; New Ashford, \$200. Surely they must either employ but very few teachers or give very small pay.

Several of these towns spend *twice* as much upon their highways and bridges as upon their schools. Plainfield votes \$1,200 for highways, \$600 for schools, and \$700 for *paupers*, and Leyden, \$500 for schools, and \$900 for *paupers*. These facts certainly teach an instructive lesson.

*Providence, R. I.* — Miss Carrie B. LeRow of Boston, late assistant in the Brimmer School, is giving instruction in Elocution to two classes of Providence teachers. Her methods are highly commended.

*Chicago.* — The Dore School. With the new year, a fine brick structure, having accommodations for about one thousand pupils, was dedicated, and received its name from Hon. J. C. Dore, formerly a Boston teacher, now a Chicago merchant. H. H. Belfield, Esq., is Principal of the school.

*Pennsylvania.* — From the able report of Hon. James P. Wickersham, State Superintendent of Schools, for the past year, we learn that outside of Philadelphia the average salaries of male teachers per month were \$35.87, of female teachers, \$24.51. The report shows that out of 1940 occupants of the county jails, only 504 could "read well," and but 123 were "good scholars;" and that of 2,809 inmates of county poor-houses over ten years of age, only 412 could read well, and only 70 were good scholars. The Superintendent gives an interesting history of the common school system of Pennsylvania, paying a handsome tribute to Hon. Thaddeus

Stevens, who at a critical moment, when popular clamor demanded its overthrow, came to the rescue bravely and triumphantly.

*Kansas.* — We have received a copy of an able report written by Prof. L. B. Kellogg, giving an account of the Kansas State Normal School, of which he is Principal. This school, established at Emporia, is doing a good work for education in the growing State of Kansas. We commend the educational enterprise of our western friends to the thoughtful consideration of other friends, who dwell, not near the setting sun, but among "granite hills," and in the "land of steady habits."

### BOOK NOTICES.

**RED CROSS, OR YOUNG AMERICA ABROAD.** By Oliver Optic. pp. 336. Lee & Shepard, Boston.

This volume is the third of the "Young American Abroad" series, and recounts in a most fascinating manner the adventures of the students of the Academy Ship and her consort, the Josephine, while in the waters of England and Wales. Paul Kendall, the youthful captain of the Josephine, is a true hero. The recent visit of the author to the localities described enables him to impart a freshness and vividness to the story, which is one of real interest even to adults. **DIKES AND DITCHES, OR YOUNG AMERICA IN HOLLAND AND BELGIUM**, is the fourth of the series, and will doubtless soon appear.

**EKKOES FROM KENTUCKY.** By Petroleum V. Nasby, P. M. Illustrated by Thomas Nast. pp. 324. Lee & Shepard.

Most of us have laughed over these "Ekkoes" as they have appeared, from time to time, in the daily or weekly press, but we find them excellent to have in the house and to be taken "two at a time after eating." A sure cure for the blues.

**THE SABBATH SCHOOL INDEX.** By R. G. Pardee, A. M., 12mo. pp. 256. J. C. Garrigues & Co., Philadelphia.

This excellent little book should be in the hands of every worker in the Sabbath School. There are valuable hints for all who are engaged in teaching, in such chapters as those entitled, "Modes of Instruction." "Pictorial and Object Teaching." "Use of the Blackboard." "Art of Securing Attention," and "Art of Questioning."

**THE ELEMENTS OF ARITHMETIC.** By James S. Eaton, A. M. 16mo. Retail price, 50 cents.

Messrs. Taggard & Thompson have added to their series another volume, which is adapted to the wants of those commencing Written Arithmetic. It contains a large number of drill exercises and practical problems.

**THE DUTIES OF MASSACHUSETTS.** A Sermon delivered before the Executive and Legislative Departments of the Government of Massachusetts at the Annual Election, Wednesday, Jan. 1, 1868. By James Freeman Clarke.

**THE PHILOSOPHY OF EATING.** By Albert J. Bellows, M. D. New York: Hurd & Houghton. Boston: E. P. Dutton & Co.

Some people live to eat; others eat to live. We presume it is for this latter class, Dr. Bellows has written the book before us. They will naturally desire to know what kinds of food will best enable them to live, to live up to their full capacity. The first question is, of what elements is the body composed? Or, in other words, what does it want to make muscle, bone, cartilage, brain, etc., etc.? This ascertained, then another question, what articles of food contain these elements? It will be seen that the whole subject lies within the domain of chemistry; and the whole philosophy of the matter is in selecting such articles of diet as will supply all the demands of the body.

We recollect in the days of Grahamism, the argument was, that the eaters of meat were becoming oxen, sheep, calves, geese, and the like; and the retort was, that the vegetable-eaters were fast becoming pumpkins and squashes. No doubt one was just as true as the other. Now, according to this book, it matters not so much whether what we eat is called beef or potato, if it only furnishes the body the elementary substances it demands. This truth has been hinted at, and even partially set forth, by some writers; but we are not aware that any writer has entered so fully into the subject, and brought together so many facts as has Dr. Bellows. There is no resisting his conclusions.

We noticed that Prof. Agassiz in his remarks at the State House the other day upon the subject of stocking our rivers with fish, made a remark in confirmation of this theory. People living near the sea had always been the most intelligent and enterprising. This he attributed in part to their fish diet. He would not say that living upon fish would make a fool a wise man; but that a fish diet did improve the quality of the brain, as fish contained more phosphorus than other articles of food.

We recommend this book to all our readers. The subject concerns everybody, and is one upon which most people are ignorant. We fear Dr. Bellows has not been writing in the interest of his profession. He has, however, done his fellow-men a good service, and they ought to be willing to purchase his book. The price is less than the cost of one professional visit. Teachers will find the publishers willing to make a reduction in their favor.

**HUMAN LIFE IN SHAKESPEARE.** By Henry Giles. Boston: Lee and Shepard.

The interest that attended the delivery, before the Lowell Institute, of those lectures is not yet forgotten. The demand for tickets was so great that it was found necessary to have each lecture repeated. The impassioned eloquence of the speaker in setting forth some of the characteristics of the wonderful genius of the great English dramatist, held the delighted attention of the crowded audiences. We wonder these lectures have not been given to the public before. They are characteristic of the man, revealing his large insight, and richness of expression. But were they nothing in themselves, the pathos of the closing words of the short preface ought to secure for the volume a large and rapid sale. "I was then in health and spirits; now, alas! I am in an illness which will close but with my

death. In sending forth my book, therefore, in my weakness, I hope it may be as generously received by the public, as the lectures spoken from my lips were by the audience."

**OUR GRAMMAR SCHOOLS:** Why do they not furnish more and better material to the High Schools. By Henry F. Harrington, Supt. of Public Schools. New Bedford. Boston: Crosby & Ainsworth.

This lecture is having a wide circulation; but no wider than the importance of its subject demands. The first edition having been exhausted, another edition of two thousand copies has been printed. These have been mostly disposed of, and there remain but a few hundred copies. They can be obtained at Crosby & Ainsworth's, at *ten cents* per copy, or *one dollar* per hundred. A copy will be mailed by the publishers to any address, upon the receipt of price.

**CONSUMPTION** (*Phthisis Pulmonalis*). By Carl Both, M. D. Boston: E. P. Dutton & Co.

This is a pamphlet detailing the method of cure of this disease, through artificial calcification, adopted by Dr. Both. He describes the formation and growth of tubercles in the lungs, illustrating his theory in connection therewith. Cases are described showing the application of this method. The pamphlet is worthy of attention.

**THE AMERICAN JOURNAL OF EDUCATION.** We prepared a notice of this valuable quarterly for our last number, but somehow it got mislaid, and so did not appear. It is still edited by the Hon. Henry Barnard, LL. D., but is now published at Hartford, by D. N. Camp. The January number is embellished by a Portrait of Nathan Bishop, LL. D., first Superintendent of Public Schools, in Providence, and in Boston; and contains the usual amount of important educational matter. The best articles are the *Clergy and Popular Education*; a letter from William Chauncey Fowler, LL. D.; *A new Discovery of the old art of Teaching*, by Charles Poole; an interesting account of the English Grammar School in 1659; *Plan of a Philosophical College in 1661*, by A. Crowley; *Public Instruction in Switzerland*; *The Philosophy and Method of Teaching*, as taught at the State Normal School, at Westfield; *Co-education of the sexes*; and *Normal Schools, or Seminaries for Teachers*, an address by John S. Hart, LL. D., Principal of State Normal School, Trenton, N. J. The worth of a publication like this can hardly be over-estimated. It ought to receive a hearty support from all interested in the noble cause which it so ably advocates. Its various issues give a mass of important facts, and an elucidation of principles in regard to educational matters such as can nowhere else be found.

Joseph H. Allen is the Boston Agent. Terms, \$4.00 per annum; single number, \$1.25.

**ELEMENTS OF ASTRONOMY.** By Henry Kiddle, A. M. New York: Ivison, Phinney, Blakeman & Co.

We have examined this book with some care, and are satisfied that it meets a want, and will be gladly received by many teachers. There are good text-books



of this kind, but they require of students considerable mathematical knowledge. The author of this work has happily succeeded in giving the great facts of this most interesting science, and explanations of many celestial phenomena, without requiring for their comprehension more than a fair knowledge of arithmetical processes, and the elementary principles of geometry. It is well written and arranged, copiously illustrated, and gives the latest discoveries and theories in relation to the subjects upon which it treats.

GRAMMAR OF FRENCH GRAMMARS. By Dr. V. De Fivas, M. A., F. E. I. S.  
New York: D. Appleton & Co.

This is a republication of an English work of some note. It has been recently revised by the author and made to conform in every respect to the best French authorities, more especially to that standard work, "*Grammaire des Grammaires*." Every student of French, by whatever method, needs a good French grammar, complete in itself, and systematically arranged; and such this work seems to be. We are particularly struck with the clearness of its rules of syntax, and the variety of examples given to show their application. In this respect it is superior to any grammar we have examined. Those interested in the study of French will be glad to have their attention called to this book.

#### PUBLICATIONS RECEIVED.

A. Williams & Co. 100 Washington Street, the Boston agents for the publications of Harper & Brothers, have sent us the following, which form a part of the series of Harpers' Library of Select Novels. They seem to be very good reading for those who have time for such:—

GUILD COURT, a London story, by George Mac Donald.

PLAYING FOR HIGH STAKES, a novel, by Annie Thomas.

MARGARET'S ENGAGEMENT, a novel.

ONE OF THE FAMILY, a novel, by the author of "Carlyon's Tear."

BROWNLOWS, a novel, by Mrs. Oliphant.

The same publishers have our thanks for LIPPINCOTT'S MAGAZINE, a new monthly, which we hope to notice more at length.

THE FOURTH ANNUAL REPORT of the Board of State Charities of Massachusetts is quite a ponderous volume, giving valuable information.

THE ANNUAL REPORT of the Superintendent of Public Schools in San Francisco, John C. Pelton, is an able document, and gives an excellent account of the schools of that city.

FIFTEENTH SEMI-ANNUAL REPORT of the Superintendent of Public Schools of the City of Boston. Mr. Philbrick discusses here the *Grammar School Course of Study* in his usual able manner. We hope to give our readers some extracts from it.

#### MAGAZINES FOR THE YOUNG.

In no one thing is the difference between the present and the past more manifest than in the efforts made to provide the young with useful, attractive, and entertaining books. The very handsome appearance of the periodicals for this

class of readers almost makes us wish to be a boy again, that we may behold with youthful eyes and enjoy with a youthful heart. The "*Easy Lessons*" and the old copy of "*Pilgrim's Progress*," with their uncouth illustrations (very wonderful, though, to us) that solaced our youthful hours, would make but a poor appearance beside the handsomely printed and illustrated school-books and the beautiful magazines that are now within the reach of all. The best writers, the best artists and engravers, are now enlisted in the service of the rising generation, and have become efficient co-workers in educational progress. This is as it should be; and we congratulate the boys and girls upon this happy condition of things. What is done for them is done also for the world. It is sowing seed which we may reasonably hope will whiten the fields of the future with abundant harvests. We notice below two periodicals for the young which are sent to the *Teacher*.

**OUR YOUNG FOLKS.** A very pleasant visitor indeed to come into one's family every month; and very well is it symbolized by the youthful Minerva that adorns its corner. For though it brings mirth and gladness, and even jollity, it brings also wisdom, just that wisdom we would have instilled in the minds of our children. We rather think it is more enthusiastically received by the girls than by the boys, for somehow it seems more consonant with their nature; but it is a visitor the boys need even more than the girls, for it opens the best sources of enjoyment, and its influences are all healthful. This year it brings *Dickens* as a companion; takes the young through the *French Exposition*; reads *William Henry's* rather comical, but delightful letters; makes *Willy Wisp* tell the best stories that can be made; gives lessons in *magic*; talks grandly about the *First Crusade*; and, indeed, keeps bringing and promises to bring, the very best company that can be found to instruct and entertain.

Boston: Ticknor & Fields. \$2.50 per annum.

**THE RIVERSIDE MAGAZINE.** Another monthly visitor in just the gayest dress, but very artistically arranged. No wonder it attracts young eyes. But that is not all. There is always a very handsome picture to be seen, and ever so many more that are either handsome or comical. Then there are as good stories as one needs to read; some, too, for the very little ones; and wonderful facts gleaned from the fields of science. Month before last it gave us a great picture of the moon, not the moon the cow jumped over as last month, but the moon astronomers see through their telescopes; and a very interesting description of it and its wonderful appearances. *My Three Gardens* in the April number is a delightful article, and we should not wonder if many gardens were laid out according to that diagram this spring. *From Superior to St. Paul* is a very interesting journey, and no one can object to a passage in a steamer through the *Strait of Magellan*. After a good look at the frontispiece, illustrating the experiences of Robinson Crusoe, we are sure all, young or old, will be glad to read the account of *The Bark "Robinson Crusoe,"* by the Rev. E. E. Hale. The *Riverside* is now in its second year. We know not how extensively it is circulated; but we know it ought to have a very wide circulation.

New York: Hurd & Houghton. \$2.50 per annum.